

## Central Carolina Technical College 2007 Institutional Effectiveness Summary Report

### Reporting Cycle Introduction

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the improvement of College programs and services. As part of the institution's comprehensive planning and evaluation processes, each functional unit develops an annual plan of action and uses the results of the plan to demonstrate the College's effectiveness in achieving its mission. Incorporated into these plans of action are six institutional effectiveness components. The components depicted in the following table are reported to the South Carolina Commission on Higher Education on a cyclical basis.

### Schedule of Summary Reports

Component	Status	
1. General Education	To be reported in 2010; 2014	(4-yr cycle)
<b>2. Majors/Concentrations</b>	<b>Report Included This Year</b> Subsequent Report in 2008	<b>(annual cycle)</b>
3. Academic Advising	To be reported in 2008; 2012	(4-yr cycle)
4. Achievement of Students Transferring From Two-to Four-Year Institutions	To be reported in 2008; 2010	(2-yr cycle)
<b>5. Student Development</b>	<b>Report Included This Year</b> Subsequent Report in 2011	<b>(4-yr cycle)</b>
6. Library Resources	To Be Reported in 2009; 2013	(4-yr cycle)
<b>7. Alumni Survey</b>	<b>Report Included This Year</b> Subsequent Report in 2009	(2-yr cycle)

## INSTITUTIONAL EFFECTIVENESS TABLES

### PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

*Applicable to four- and two-year institutions*

**Due August 1, 2007**

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

**Institution:**

*Please type institution name in box.*

## LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:  
[http://www.che.sc.gov/AcademicAffairs/Accrediting\\_Agencies\\_Recognized\\_by\\_CHE.htm](http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm)

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB <b>or</b> the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
Home Economics - Baccalaureate programs						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
<b>AMERICAN BAR ASSOCIATION</b>						
Law (LAW) - Professional schools						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
Construction Education (CONST) - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
Pharmacy (PHAR) - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
Counseling - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
<b>AMERICAN DENTAL ASSOCIATION</b>						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
<b>AMERICAN DIETETIC ASSOCIATION, THE</b>						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>AMERICAN LIBRARY ASSOCIATION</b>						
Librarianship (LIB) - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS</b>	<i>An institution may be accredited by the ACBSP <b>or</b> the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	4	4				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RETT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
Rehabilitation Counseling						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
Social Work (SW) - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						



ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

**Total**

\_\_\_\_9\_\_\_\_ \_\_\_\_9\_\_\_\_

***THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D***

**Institution:**



### **COURSES TAUGHT BY FACULTY**

*Applicable for Four- and Two-Year Institutions – Reported for Fall 2006*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2008 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

### **SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES**

*Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.*

### **STUDENT INVOLVEMENT IN SPONSORED RESEARCH**

*Applicable to Four-Year Institutions – Reported for Fall 2006*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2006 IPEDS Enrollment Forms.

	<b>Number of Students Participating in Sponsored Research</b> (Exclude first professional students)
<b>Upper Division, Undergraduate Students</b>	
<b>Graduate Students</b>	

**Institution:**



## **RESULTS OF PROFESSIONAL EXAMINATIONS**

*Applicable to all sectors – Reported for April 1, 2005-March 31, 2006*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2006 through March 31, 2007**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Beginning this year, Praxis exams are reported in a separate table.

**Please note that Praxis results are reported on all test-takers.** Other exams are reported on first-time test-takers.

<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of Examinees who Passed</b>	<b>% Examinees Passing</b>
<b>TEACHING AND RESEARCH SECTORS</b>				
PRAXIS Series II: Core Battery Professional Knowledge				
PRAXIS Series II: Principles of Learning & Teaching (K-6)				
PRAXIS Series II: Principles of Learning & Teaching (5-9)				
PRAXIS Series II: Principles of Learning & Teaching (7-12)				
PRAXIS Series II: Specialty Area Tests				

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>RESEARCH SECTOR</b>					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
<b>TEACHING SECTOR</b>					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
<b>REGIONAL SECTOR</b>					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
<b>TECHNICAL SECTOR</b>					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.	4/1/06-3/31/07	11	11	11	100%
Certified Occupational Therapist Assistant (COTA)					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1/06-3/31/07	15	15	15	100%
National Council Licensure Exam. (NCLEX) - Registered Nurse	4/1/06-3/31/07	52	52	49	94.2%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination	<b>*see below</b>				
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					

**\* THE LIAISON COUNCIL ON CERTIFICATION FOR SURGICAL TECHNOLOGY (LCC-ST) CERTIFIED SURGICAL TECHNOLOGIST (CST) EXAMINATION RESULTS CANNOT BE PROVIDED BECAUSE THE CONFIDENTIALITY OF CANDIDATES IS MAINTAINED.**

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## **Majors/Concentrations Report 2006-07**

### **Introduction**

Central Carolina Technical College (CCTC) engages in a process that includes a systematic review of programs. The process has enabled the College to review programs extensively according to established criteria. All programs at the College are on a five-year review cycle, and any program on suspension or probation by the South Carolina Board for Technical and Comprehensive Education is automatically included in this program review process.

At Central Carolina Technical College, a program is defined as the orderly, identifiable sequence of courses leading to a degree, with a minimum of eight semester hours of instruction in one or more related fields of study, which provide students with specialized knowledge and skills. Central Carolina currently offers majors in sixteen associate degree programs, eight diplomas, and thirty-one certificates.

### **Methods of Assessment**

The College maintains excellence in its majors by employing a formalized annual program evaluation process. In the annual assessment of each major, data is gathered and analyzed by the appropriate department, the Academic Management Team, and the Council of Deans and Directors. The Academic Management Team serves as the College's curriculum review committee. Local findings are compared to the South Carolina Technical College System (SCTCS) standards to determine whether programs remain in good standing. An evaluation report is then prepared for each major and is submitted to the SCTCS, which determines the standing of each program major.

The College uses a multi-faceted approach to program reviews. External accrediting agencies are utilized for maintaining program relevancy in certain disciplines. Eleven programs have been accredited by recognized accrediting agencies, which review the programs periodically. (Nine of the eleven appear on the list provided by the SC Commission on Higher Education.) In addition, advisory committees consisting of representatives from local businesses and industries meet at least annually to review programs. Also, the College conducts an internal cyclical, comprehensive program review process that evaluates curriculum relevancy, determines graduate preparation, identifies program and workforce trends, and establishes plans for the enhancement of the curricula and instructional delivery. College Directive 6.27 (Program Review) describes the process for improvement by delineating the set of defined criteria used for measuring program effectiveness. Results of the program review are analyzed and evaluated, and the results are used to develop plans of action for the department.

Through the program review process, curriculum is examined to ensure compliance with the State model and the Southern Association of Colleges and Schools (SACS) requirements and to ensure that program exit competencies are current and meet the needs of local businesses and industries. Feedback from students, graduates, alumni, faculty, and business and industry representatives is used to make program improvements. Student data, including trends in headcount, full-time equivalency (FTE), retention data from fall to spring, and graduation rate, are also analyzed. The strengths,

weaknesses, opportunities, and threats of the program are identified; and a summary of the findings are developed and incorporated into plans of actions as appropriate. The program review summaries are presented to the Academic Management Team (the curriculum review committee), which is tasked with approving all curriculum changes, and the Council of Deans and Directors.

### Program Review Cycle

Each academic program is reviewed at least every five years; programs on probation are automatically reviewed each year they are on probation. The following table outlines the current five-year academic program review cycle at Central Carolina:

Associate Degrees	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Accounting				X					X	
Associate Degree Nursing	X					X				
Associate in Arts	X					X				
Associate in Science	X					X				
Civil Engineering Technology	X		X			X				
Computer Technology					X					X
Criminal Justice Technology				X					X	
Early Care and Education			X					X		
Electronics Technology			X					X		
Engineering Graphics Technology			X					X		
Environmental Engineering Technology				X					X	
General Technology		X					X			
Management			X					X		
Natural Resources Management		X		X					X	
Office Systems Technology				X					X	
Paralegal					X					X
<b>Diplomas</b>										
Automated Office				X					X	
Automotive Mechanics					X					X
Early Childhood Development			X					X		
Engineering Graphics			X					X		
Machine Tool					X					X
Medical Assisting		X					X			
Nursing (PN)	X					X				
Surgical Technology	X					X				



<b>Certificates</b>										
Accounting Specialist				X					X	
Advanced Heating and Air Conditioning	X					X				
Advanced Tool Making					X					X
Automotive Repair					X					X
Basic Air Conditioning and Heating	X					X				
College Studies						X				
Computer Specialist					X					X
Early Childhood Development			X					X		
Electro-Mechanical Workforce and II			X					X		X
General Education		X					X			
Health Science Prep					X					X
Industrial Electricity/ Electronics	X					X				
Industrial Maintenance Workforce I & II		X					X			
Industrial Maintenance		X					X			
Infant and Toddler Care										
Information Processing				X					X	
Internetworking (Cisco)					X					X
Machine Tool Operator					X					X
Phlebotomy	X					X				
Pre-Dental Hygiene				X					X	
Pre-Occupational/ Pre-Physical Therapy			X					X		
Pre-Pharmacy Technician				X					X	
Welding					X					X
Welding Workforce Initiative I & II					X					X

During the 2006-07 academic year, extensive reviews were conducted for the following ten programs in accordance with the College's Review Cycle: associate degrees in Natural Resources Management, Accounting, Office Systems Technology, Environmental Engineering Technology, and Criminal Justice Technology; diploma in Automated Office; and certificates in Accounting Specialist, Information Processing, Pre-Dental Hygiene, and Pre-Pharmacy Technician.

### **Program Review Summaries**

Following is summary of program review findings for each program under review for 2006-07:

**Program Review Report Summary**  
**Associate Degree in Agriculture, Major in Natural Resources Management**  
**Completed During Academic Year 2006-07**

Date: February, 2007

Submitted by: Michael Shealy  
Department Chair

**Resources for Program Review**

The Natural Resources Management (NRM) program received input from various sources in order to complete its program review including the following:

- Advisory Committee and Departmental Faculty
- DACUM
- Graduate Surveys and Program Evaluation Reports
- Reports on Job Trends and Employers Surveys
- Programs and Services Surveys

**Summary of Results of Program Review**

1. The program has remained in good standing:

<b>Year</b>	<b>Graduates</b>	<b>Headcount/FTE</b>	<b>Retention Percentage</b>	<b>Job Placement Rates</b>
2003	12	19 / 15	63.16 %	100%
2004	6	31 / 22	54.84 %	100%
2005	5	37 / 26	78 %	100%

2. The graduate survey indicated the majority of students were satisfied or very satisfied with the quality of the NRM program.
3. Employers and the advisory committee indicated they are satisfied with the current program mission and goals and agreed that graduates are meeting their needs.
4. The addition of a second full-time NRM instructor would present many opportunities for growth in the program including offering classes in the area high schools.
5. Over the last few years the NRM program has been utilizing a final project within two courses (FOR 210 and NRM 235) to help assess previously identified program outcomes. The most comprehensive project requires each student to produce a Forestry Stewardship Management Plan. Each student must then make a presentation and have their plan reviewed by the Department of Natural Resources and South Carolina Forestry Commission professionals.

**Use of Results**

- During the 2007-08 year, findings from the NRM DACUM will be utilized to better identify program outcomes, which will be incorporated into a capstone course.
- Retention of students until graduation and recruitment of new students will remain a key goal of the department for the next five years.

**Program Review Report Summary**  
**Associate Degree in Business, Major in Accounting and**  
**Certificate in Accounting Specialist**  
**Completed During Academic Year 2006-07**

Date: January, 2007

Submitted by: John Watson,  
Department Chair

**Resources for Program Review**

The Accounting Program received input from various sources in order to complete its program review including the following:

- Accounting Advisory Committee and Departmental Faculty
- Graduate Surveys and Program Evaluation Reports
- Reports on Job Trends and Employers Surveys
- Programs and Services Surveys

**Summary of Results of Program Review**

1. The program is in good standing, as demonstrated by the following statistics:

**Accounting Associate Degree**

<b>Year</b>	<b>Graduates</b>	<b>Headcount/FTE</b>	<b>Retention Percentage</b>	<b>Job Placement Rates</b>
2003	4	74/45	80%	100%
2004	6	98/57	70%	100%
2005	17	69/40	64%	100%

**Accounting Specialist Certificate**

<b>Year</b>	<b>Graduates</b>	<b>Headcount/FTE</b>	<b>Retention Percentage</b>	<b>Job Placement Rates</b>
2003	N/A	21/12	57%	N/A
2004	10	25/12	68%	89%
2005	10	21/10	71%	100%

2. The graduate survey indicated approximately 92% of students were satisfied or very satisfied with the quality of accounting courses, general education courses, and student services.
3. The State Occupational Projection indicated positions for accountants and auditors will increase by 15% between 2002-12 in South Carolina.
4. Employers and the advisory committee indicated they are satisfied with the current program mission and goals and agreed that graduates are meeting the needs of local businesses and industries.
5. The addition of a second full-time accounting instructor would present many opportunities for growth in the accounting program including offering classes in the area high schools.

**Use of Results**

- Recruitment of new students and retention of students until graduation will be a key goal of the department for the next five years.

**Program Review Report Summary**  
**Associate Degree in Business, Major in Office Systems Technology**  
**Diploma in Automated Office, and**  
**Certificate in Information Processing**  
**Completed During Academic Year 2006-07**

Date: February, 2007

Submitted by: David Watson,  
Department Chair

**Resources for Program Review**

The Information Technology (IT) Department received input from various sources in order to complete the program review. Those sources included the following:

- Advisory Committee and Departmental Faculty
- Professional Journals and Websites
- Information from other Technical Colleges.

**Summary of Results of Program Review**

1. Program Strengths: Comprehensive curriculum – all major areas of administrative professional skills are covered. Electives allow students to specialize in areas of interest such as medical, Spanish, and law. Faculty is committed to continuous improvement of program. The advisory committee is helpful.
2. Program Weaknesses: Program should provide students with an opportunity to gain practical work experience. The software application, “Microsoft Outlook,” currently is not being taught and should be considered as an addition to the program.
3. Program Opportunities: Increase emphasis on Customer Service in courses. Add office simulation lab to program. Add instruction in hand-held devices.
4. Program Threats: Decreasing numbers of students in programs. Programs need to be flexible because technology is moving rapidly and impacts the responsibilities and skills of administrative professionals in the workplace.
5. Significant software technology upgrades will be required. Close coordination with the CCTC Information Systems area will be required.
6. Programs are in good standing, as indicated in the following statistics:

Year	Graduates Deg/Dip/Cert	Headcount-FTE Deg/Dip/Cert	Retention Percentages Deg/Dip/Cert	Job Placement Percentages Deg/Dip/Cert
2003	13 / 3 / 6	111-64 / 27-15 / 33-16	75 / 78 / 64	100 / 100 / 100
2004	15 / 9 / 9	106-59 / 22-12 / 26-14	72 / 68 / 77	92 / 100 / 100
2005	22 / 9 / 7	95-50 / 16-8 / 26-13	67 / 94 / 96	100 / 88 / 100

**Use of Results**

The department plans to perform the following:

- Upgrade software technology to Microsoft Vista operating system and Office 2007.
- Modify curriculum content in several courses to define and emphasize customer service skills. Expand curriculum content to include “Microsoft Outlook” skills. No new courses will be required in the curriculum.
- Expand current exit exams to measure student skills for all program outcomes.
- Modify course pre-requisites as appropriate to provide proper course sequencing.

- Explore formalizing intern/work study programs for course credit requiring evaluations and feedback from employers.
- Explore establishing an Office Simulation Lab with appropriate hardware and software.

**Program Review Report Summary**  
**Associate Degree in Engineering, Major in Environmental Engineering Technology**  
**Completed During Academic Year 2006-07**

Date: February, 2007

Submitted by: Michael Shealy  
Department Chair

**Resources for Program Review**

The Environmental Engineering Technology (EVT) program received input from various sources in order to complete its program review including the following:

- Advisory Committee and Departmental Faculty
- DACUM
- Graduate Surveys and Program Evaluation Reports
- Reports on Job Trends and Employers Surveys
- Programs and Services Surveys

**Summary of Results of Program Review**

1. The program has remained in good standing:

<b>Year</b>	<b>Graduates</b>	<b>Headcount/FTE</b>	<b>Retention Percentage</b>	<b>Job Placement Rates</b>
2003	6	35 / 26	80 %	100%
2004	12	30 / 17	56.67 %	100%
2005	9	19 / 12	74 %	100%

2. The graduate survey indicated the majority of students were satisfied or very satisfied with the quality of the program.
3. Employers and the advisory committee indicated they are satisfied with the current program mission and goals and agreed that graduates are meeting the needs of local businesses and industries.
4. Retention of students until graduation and recruitment of new students will be a key goal of the department for the next five years.
5. It is also being proposed that the EVT program begin utilizing a capstone course based on an identified project and review process.

**Use of Results**

- Recruitment of new students and retention of students until graduation will be key focuses in this program.

**Program Review Report Summary**  
**Associate Degree in Public Service, Major in Criminal Justice Technology**  
**Completed During Academic Year 2006 – 2007**

Date: February, 2007

Submitted by: Christopher Hall  
Program Manager

**Resources for Program Review**

The Criminal Justice Technology Program received input from various sources to complete its program review including the following:

- Advisory Committee Members and Departmental Faculty
- Learning Outcomes Assessment
- Graduate Surveys and Placement Rate reports
- Retention Reports
- Employer Surveys and Job Trend Reports

**Summary of Results of Program Review**

1. The program is in good standings as evidenced in the following statistics:

<b>Year</b>	<b>Graduates</b>	<b>Headcount/FTE</b>	<b>Retention Percentage</b>	<b>Job Placement Rates</b>
2003	4	100	71.00%	100%
2004	19	114	68.28%	100%
2005	9	84	68.00%	100%

2. The graduate survey indicated 97.8% of the students were very satisfied with the quality of the criminal justice course content and the availability of courses.
3. The State Occupational Projection indicated criminal justice occupations will increase by approximately 17% in the years from 2004-14 in South Carolina.
4. Advisory committee members and employers indicated they are satisfied with the current program, its mission and goals; and they agreed the graduates are meeting the needs of the local agencies.

**Use of Results**

For the next five years, the key goals of the department will be to perform the following:

- Improve the retention rate for students.
- Coordinate course offerings with four-year institutions.
- Develop at least one certificate program (forensics, forensic accounting, and/or computer forensics).

**Program Review Report Summary  
Certificate in Pre-Dental Hygiene  
Completed During Academic Year 2006 –07**

Date: February, 2007

Submitted by: Sena Gibson  
Program Manager

**Resources for Program Review**

During the program review process the Central Carolina Technical College (CCTC) curriculum was reviewed to assess the transferability of the Pre-Dental Hygiene graduate to other South Carolina colleges that have a diploma in dental hygiene. (The mission of the Pre-Dental Hygiene Certificate Program is to assure the graduate completes the general education requirements necessary for transfer to a program in Dental Hygiene at other technical colleges that offer the diploma/degree.)

**Summary of Results of Program Review**

1. The program is in good standing:

<b>Year</b>	<b>Graduates</b>	<b>Headcount/FTE</b>	<b>Retention Percentage</b>	<b>Job Placement Rates</b>
2003	4*	33/20	70%	n/a
2004	2*	44/25	61%	n/a
2005	3*	42/25	81%	n/a

\* This certificate is designed for transfer to other colleges that have a pharmacy program.

2. CCTC's curriculum is compatible with the curriculum at other area technical colleges and allows easy transfer to these institutions if other admission criteria are met.
3. The curriculum is transferable to the student's choice of several institutions located in different geographic areas of South Carolina. Successful completion of the general education course requirements for this certificate will enable the student to transfer to other technical colleges that offer the associate degree if all other entrance requirements are met. Completion of this certificate does not guarantee entrance into any program.
4. Providing the courses at CCTC is a significant benefit to students who can get their general education requirements completed without having to move or travel to other locations. All the courses are offered in most other programs at the College already.
5. The program is in good standing.

**Use of Results**

- All CCTC programs are required to assess program technology competencies as a part of the Quality Enhancement Plan submitted to SACS; this program will assess the course objectives in CPT 101.
- The statistics reveal headcount and FTE have remained stable over the past few years. In the past it was difficult to track the progress of students after they completed this program. A better tracking process has been implemented by the program advisor. Students are now completing graduation applications and being closely monitored for graduate placement.

**Program Review Report Summary  
Certificate in Pre-Pharmacy Technician  
Completed During Academic Year 2006-07**

Date: February, 2007

Submitted by: Sena Gibson  
Program Manager

**Resources for Program Review**

During the program review process the Central Carolina Technical College (CCTC) curriculum was reviewed to assess the transferability of the Pre-Pharmacy Technician graduate to other South Carolina colleges that have a diploma in pharmacy. (The mission of the Pre-Pharmacy Technician Certificate Program is to assure the graduate completes the general education requirements necessary for transfer to the program in Pharmacy at other technical colleges that offer the diploma/degree.)

**Summary of Results of Program Review**

1. The program is in good standing:

Year	Graduates	Headcount/FTE	Retention Percentage	Job Placement Rates
2003	4*	14/8	56%	n/a*
2004	2*	19/11	63%	n/a*
2005	1*	15/7	53%	n/a*

\* This certificate is designed for transfer to other colleges that have a pharmacy program.

2. The CCTC curriculum is compatible with the curriculum at other area technical colleges and allows easy transfer to these institutions if other admission criteria are met. The curriculum is transferable to the student's choice of several institutions located in different geographic areas of South Carolina.
3. For those students attending Midlands Technical College, the majority of classroom and clinical experience is provided at Central Carolina Technical College via satellite broadcast as a distance cooperative program. Community pharmacies are utilized and laboratory instruction will be held at Midlands Technical College Airport Campus and will require a weekly trip to Columbia for at least one full semester.
4. Providing the general education courses and distance learning at CCTC is a great benefit to students to be able to complete these requirements without having to move or travel to other locations. All the general education courses are offered in most other programs at the College already.
5. The program is in good standing.

**Use of Results**

- All CCTC programs are required to assess program technology competencies as a part of the Quality Enhancement Plan submitted to SACS; this program will assess the course objectives in CPT 101.
- The statistics reveal headcount and FTE are relatively stable. In the past it was found that a better tracking system for students was needed. The students are now being monitored more closely for retention and graduation purposes.



## **Student Development Activities Report 2006-07**

### **Introduction**

Major responsibility for student development at Central Carolina Technical College is assigned to the following three departments in the Division of Academic and Student Affairs: (1) the Center for Student Information, (2) Admissions and Counseling Services, and (3) the Financial Aid Office. It is the mission of the Student Affairs Division to provide exceptional customer service in every area of every department by every staff member within the division. Service to the customer must be provided in a timely and accurate manner. This is accomplished through comprehensive programs and services and customer service training within each department.

As part of the annual planning process for the College, the Institution's mission and goals are translated into annual plans of action by each College unit. Progress on the plans of actions is assessed year, and the results are analyzed. The results are used to develop the next year's plans of action for continuous improvement. The annual College Plan of Action serves as a guide for student development throughout the year.

The Chief of Student Services and the directors of the student affairs departments serve on the College's Academic Management Team (AMT). Each year the AMT develops the College's Educational Plan of Action based on the following: (1) The College's strategic plan, with specific emphasis on the institutional mission and goals and (2) evaluation results from the prior year's annual plan of action. Subsequently, the Chief of Student Services Officer develops an annual plan of action for the Student Affairs Division and the three directors develop annual unit plans as part of the educational plan of action. Measurement and evaluation of the performance of the division and the departments' programs and services are inherent in their annual plans of action. The annual Educational Plan of Action, with its prioritized objectives and resource allocation requirements, is used as the major impetus for the development of all other support plans of action for the College.

### **Student Affairs Division Methods of Assessment**

Methods of measurement used in the assessment of the Student Affairs Division and each of the three student affairs departments are summarized in the individual reports that follow. The reviews included the use of feedback from students, graduates, alumni, faculty, business and industry; reviews of enrollment trends, retention data, graduation rates, course/program transferability and placement; and a review of resources, equipment, and facilities used for the delivery of student services and programs. The Student Affairs Division used several methods in the assessment of its programs and services. The findings from the ratings on the College's Student Survey of Programs and Services, the results of the Student Forum and the College's Registration Critique by faculty and staff, and an electronic survey that was open to all students using the same questions as were used in the Student Forum were all methods used in the assessment of Student Affairs. In addition, workshop evaluations, participant evaluations by special programs, performance reports, and auditor's reports were also used to assess the effectiveness of Student Development.

### **Student Affairs Division Summary Review of Findings**

- All areas of Student Affairs received a rating of 85 to 95 percent satisfied or very satisfied on the Programs and Services Survey, which was administered in March 2007, for promptness of service, courtesy and professionalism, and accuracy of information provided. In addition, the satisfied or very satisfied rating was equally high for many of the processes in Student Services, such as admissions, financial aid, dropping and adding courses, etc.
- Central Carolina migrated in Fall 2006 to a new Student Information System (Banner). The implementation was a critical change in how Student Affairs functions and how the processing of information is completed. An assessment of services provided to students revealed a need to reorganize how students received these services.
- The College evaluated the purge process and determined students were purged for non-payment, and approximately 80 percent were re-enrolled in courses. Therefore, it was determined that the purge process was an inefficient use of resources. Instead, the Student Enrollment Management Team implemented a \$25 non-payment penalty fee to be applied to the student's account prior to open registration and prior to late registration if a student had not paid his/her account
- The Registration Critiques with faculty, staff and students indicated that calls into Financial Aid and Admissions created a barrier for our staff and students due to the volume of calls and the inability of the Financial Aid and Admissions staff to answer the calls. A call center with trained personnel was created to answer basic questions for students and staff and to contact non-paid students concerning deadline dates.
- Implemented improvements include the following:
  - Opened a Registration Center to assist students in online registration, an outcome of the new student data base system.
  - Separated front-line services from behind-the-scenes processing, which moved from Information Systems to the end user with the implementation of Banner.
  - Implemented centralization of the call campaign to contact students regarding their account status.

### **Student Affairs Division Use of Results**

Evaluation results are used to develop plans for improvements that are implemented as appropriate. Each of the Student Affairs departments' programs and services is evaluated annually and is reviewed at least every four years. The Division will implement the following planned improvements:

- Cross training within departments and as well as within the division
- Multiple training sessions on customer services skills for all members of the Student Services staff.
- Creation of a new Student Services Center, which will incorporate admissions and counseling, all financial services, an advisement center, and career counseling services in one area of the College to provide a "one-stop" shop concept for admissions, advisement, registration, and financial aid.

- Reorganization and realignment of staff with the move to the new Student Services Center.
- Implementation of a new Advisement Center for advising new and readmitted students who change their program of study, all College Studies Certificate students, and all Interdisciplinary Studies Certificate students.
- Continue to utilize the Registration Center, which will be managed by an Academic Advisement Specialist.
- Implement a Call Center to handle the increased volume of calls to Financial Aid and Admissions after bills are sent out.
- Implement a centralized call campaign to contact students.

### **Student Affairs Departmental Reports**

Following is a summary of the reviews for individual departments with Student Affairs:

#### **Center for Student Information**

##### **Introduction**

It is the mission of the Center for Student Information to provide exceptional service to all customers who require assistance from the Center. The Center staff will accomplish this by providing accurate and timely information upon the request of the customer in a professional and helpful manner. Accuracy, timeliness, and professionalism are the keys by which the Center staff operates. Customers are defined as students, prospective students, faculty, staff members, members of the community, alumni, and visitors to the College. The Center for Student Information maintains official academic records, provides letters of enrollment for insurance verification, processes withdrawal forms, and verifies and maintains grades and student transcripts.

It is the mission of the Registrar's office to provide timely and accurate information to students in the transferring of coursework from other colleges, the accurate assessment of completion of all work required for graduation, and assistance in determining appropriate coursework to transfer out to other colleges. It is also the responsibility of the registrar to inform students of the importance of their grade point averages and emphasize the importance of good performance in courses. Banner (the new student database system) is integrated with the students' MyCCTC account to enable them to access grades and perform degree audits of their status in their programs of study.

##### **Center for Student Information Methods of Assessment**

The staff members of the Center for Student Information reviewed the 2006-07 Plan of Action for the Center to determine if goals as outlined in the plan had been met and to develop the goals for the 2007-08 Plan of Action. The findings from the ratings on the College's Student Survey of Programs and Services, the results of the Student Forum the College's Registration Critique by faculty and staff, and an electronic survey that was open to all students using the same questions as were used in the Student Forum were all methods used in the assessment of Student Affairs.

### **Center for Student Information Summary Review of Findings**

A review of the Program and Services Survey indicated the following:

#### Student Records Staff

- 89.2 percent satisfaction rate for promptness of service
- 85.9 percent satisfaction rate for professionalism and courtesy.
- 87.6 percent satisfaction rate for accuracy of information provided
- 85.1 percent satisfaction rate for processing of add, drop, withdrawal forms

#### Cashiering Staff

- 93.7 percent satisfaction rate for promptness of service
- 94.7 percent satisfaction rate for professionalism and courtesy.
- 93 percent satisfaction rate for accuracy of information provided

Records maintained by the Center for Student Information and the Registrar's staff are audited annually by the South Carolina Technical College System and have successfully met the requirements of the auditors each year.

#### Dual Enrollment Program

The Dual Enrollment Program at Central Carolina has experienced growth in both the number of students service and the number of credit hours earned as can be seen below:

In 2003, we served a total of 391 students for 2345 credit hours earned.  
In 2004, we served a total of 380 students for 2332 credit hours earned.  
In 2005, we served a total of 444 students for 2791 credit hours earned.  
In 2006, we served a total of 462 students for 2826 credit hours earned.

This is a 15.4 percent growth from the 2003 academic year.

The Dual Enrollment Coordinator administered surveys to 150 students in the Dual Enrollment program. The results demonstrated that 130 of those students felt better prepared for college work and the classes had met their expectations. 112 of those students would have taken additional classes if they had been offered. The students indicated positive reactions to the instructors, challenge of the coursework, class size, freedom, preparation for college, and the collegiate environment.

### **Center for Student Information Improvements**

The Center for Student Information unit implemented the following improvements:

- Implemented a postcard to notify students that transfer work had been evaluated and directs the student to his or her MyCCTC account.
- Developed and presented GPA presentation to COL 103 and OST 133 students.
- Compiled all transfer equivalency tables in Banner to award student credit in a timely manner.

- Implemented CAPP (Curriculum, Advisement, Program Planning), which is the degree audit capability in Banner, and established training for all admissions staff and faculty to be utilized as an advisement tool.

### **Center for Student Information Use of Results**

As a result of the review of findings, the Center for Student Information will implement the following:

- The creation of the new Student Services Center will cause the Center for Student Information to cease to exist, and a Student Records Center will be created in its place. The Cashier and associated duties will move to the new Student Services Center.
- Student Records, graduation processing, and the main switchboard will be housed in the existing Student Records Center. With the anticipated decrease in student activity, due to the relocation of the Cashier, the opportunity to decrease processing time and increase service to the students should be realized.
- Review and revision of the secondary to postsecondary articulation agreements will occur in the fall of 2007.
- The Center will plan to increase its dual enrollment offerings in the 2007-08 academic year.

## **Admissions and Counseling Services**

### **Introduction**

The mission of the Admissions and Counseling Services Department is to provide accurate and timely admissions and counseling services.

### **Admissions and Counseling Services Methods of Assessment**

The Admissions and Counseling Services Department assesses its performance in a variety of methods:

- Feedback on services obtained through the College's Programs and Services Survey and the Student Retention Forum
- Evaluation of Career Services through workshop evaluations completed by attendees
- Evaluation of Special Population services by participants
- Evaluation of Early Alert program through semester reports
- Evaluation of EEDA program through student and high school staff evaluations
- Evaluation of TRIO program through annual performance report

### **Admissions and Counseling Services Summary Review of Findings**

- Received a satisfaction rate of 93.4% on online version of New Student Orientation. Increased the availability of this orientation to all students, including those at outreach locations, by making it available in MyCCTC and on CD-Rom.
- Recruited 164 participants into TRiO Student Services program.
- Improved the pass rate and completion rate of students on the Early Alert Program. The pass rate increased from 16% to 37% from fall to spring. The percentage of students who withdrew from courses was reduced from 40% to 24%.

- Received a 97% satisfaction rate for ADA services
- Received an overall satisfaction rate of 97% for the Testing Center
- Received an overall satisfaction rate of 94% for Admissions and Counseling Services
- Received a 91.4% satisfaction rate for Job Placement services

### **Admissions and Counseling Services Improvements**

The Admissions and Counseling Services Department implemented the following improvements:

- Developed an online version of New Student Orientation. Expanded the orientation content to include information on all services provided as well as information on the new registration process.
- Held student organization days to expand student awareness and participation. Held special events for students to include Health and Wellness Day, Exam Study Breaks, and University Transfer Day.
- Established the federally-funded TRiO Student Support Services program. Recruited 164 participants and provided workshops, college visits, cultural opportunities, tutoring services, academic and personal counseling, as well as career planning guidance.
- Revised the Early Alert program by developing a semester report to track the retention and success rates of students referred by faculty. Increased communications with faculty regarding the appropriate use of this program. Increased depth of individual contact with students and provided referrals to support services available at the College.
- Implemented a book loan program for Special Populations participants in an effort to decrease the need for students to obtain additional funding.
- Established a mentoring program for Special Populations participants. The purpose of this program is to connect new participants with current participants in an effort to improve participant success in the program.
- Continued to examine and revise Special Population criteria for eligibility and included stricter guidelines in which students must show reasonable progress to remain in the program. This effort has improved retention rates of recipients.
- Provided community resource information to students with disabilities by contacting community agencies that serve this population. Workshops were provided for students in an effort to connect them to the appropriate services outside of the College.
- Increased communication with students with disabilities by requiring monthly contact with registered students. This plan was implemented in an effort to increase student success by providing students an opportunity to express concerns and for accommodations to be assessed.
- Reviewed annual Access and Equity budget to determine how funds could be allocated.
- Implemented a new program through EEDA legislation entitled “CSII<sup>o</sup>.” This program facilitates the administration of career assessments and career planning sessions to all tenth grade students in the College’s service area.

- Reviewed and revised the process for data collection for graduate placement information and employer surveys. Implemented new procedures for obtaining information through department chairs and program managers followed by contact with graduates. This information is now gathered on a semester-by-semester basis rather than once a year to ensure receipt of accurate data.
- Improved the accessibility of job placement information on the College's website. Information on full-time and part-time employment is now available to students through MyCCTC. This information is monitored regularly by the Career Services Coordinator to ensure that information is up-to-date.
- Provided numerous presentations on Stress Management and Career Planning to students in COL 103 classes. Offered additional workshops through Career Services to all students at the College.
- Partnered with GEAR UP to provide presentations to a cohort of at-risk high school students. These presentations provided information on importance of high school preparation and why college is important.
- Implemented several new exams: HOBET, NET, Residual ACT, and CLEP. All exams were implemented in an effort to improve access to the College and specific Health Sciences programs.
- Expanded the hours of the Testing Center to include Saturdays in an effort to provide better access and service for students
- Assisted with the implementation of new student database, Banner. Worked collaboratively with all departments in an effort to develop a database that would be user-friendly and comprehensive. The implementation of this new system led to online registration capabilities for students.
- Assisted with the training of students, faculty, and staff regarding the online registration process. Provided assistance to students on how to access their student account, view course offerings, register for classes, and view student records. Collaborated on the development of registration centers.
- Developed several reports related to admissions and registration. These reports are used by admissions staff and faculty to contact students who complete the admissions process but fail to register for classes. Once contacted by telephone, mail, or email, students are provided information about registration and financial aid along with other appropriate information.
- In an effort to improve retention, developed a report of non-returning students to be used by Public Relations for the purpose of contacting students about returning to the College.
- Assessed the College's admissions, advisement, and registration processes and determined that a better process was needed. After assessing models used by various institutions, the College created a "one-stop" model for taking students from admissions to registration. A new Student Services Center was created, as well as an Advisement Center. Admissions processing was also separated from admissions services.
- Created an admissions packet to give to all new and readmitted students. This packet includes information on programs and services available to students.

### **Admissions and Counseling Services Use of Results**

As a result of the review of findings, the Admissions and Counseling Services Department will implement the following:

- Conduct ongoing evaluation of appropriateness and validity of the College's placement scores.
- Continue to research possible exams to be administered through the Testing Center
- Research the need for test monitoring software.
- Design and launch the College's on-line admissions application.
- Monitor the effectiveness of the process for data collection for graduate placement survey and employer survey. Improve the return rate of employer surveys.
- Develop more internship and volunteer opportunities for students.
- Implement "Optimal Resume" in an effort to provide a comprehensive, web-based tool for students to use when creating resumes.
- Use results of Early Alert reports to assess intervention strategies and their effectiveness. Offer workshops to facilitate student success such as test taking strategies, test anxiety, life skills, etc.
- Use results from CSI<sup>10</sup> evaluations to improve course offerings. Expand program to provide services to eleventh graders (CSI<sup>11</sup>) who were previously involved in CSI<sup>10</sup>. Continue to collaborate with high school personnel.
- Develop career exploration event to be held annually at the College for prospective and current students.
- Improve the marketing of special events and workshops to increase student involvement.
- Improve communication between Main Campus and outreach locations regarding services available to students.
- Provide customer service training to all admissions and outreach staff.
- Continue to assess the effectiveness of Student Services Center and Advisement Center.
- Launch a Student Ambassador program to provide better customer service to students and provide leadership opportunities for students

### **Financial Aid Office**

#### **Introduction**

The mission of the Financial Aid Office is to provide comprehensive financial aid services to prospective and matriculating students.

#### **Financial Aid Office Method of Assessment**

The Financial Aid Office analyzes its performance in a number of ways. The College's annual Plan of Action (POA), Student Survey of Programs and Services, Registration Critique, and feedback from students, parents, and other offices within the college are all used to assess students' satisfaction with financial aid services. Programs and services of the Financial Aid Office are systematically monitored and audited by the South Carolina Commission on Higher Education, the State Board for Comprehensive and Technical



Education, the Department of Veteran's Affairs, the U.S. Department of Education, and College's own annual internal audit.

### **Financial Aid Office Summary Review of Findings**

The Student Survey of Programs and Services indicates:

- High satisfaction rate for Financial Aid Services
- Need for cross-training to provide more access to counselors

The Veteran's Affairs audit indicates:

- High level of accuracy, administration and compliance

Central Carolina Technical College's internal audit preliminary findings indicate:

- No exceptions in sample population

The US Department of Education (ED) communications:

- All submissions accepted
- All new certificates/programs approved for federal student aid

Feedback from students, parents and other CCTC offices indicates:

- General satisfaction with programs and customer service
- Need for increased awareness of programs, availability and procedures for acquiring student financial assistance

### **Financial Aid Office Improvements**

- The Financial Aid Office has begun cross-training staff so that each aspect has a primary staff member who is responsible for program/services oversight and one or two additional staff members trained as "back-up" to help students in specialized areas.
- The Policies and Procedures Manual has been implemented and is reviewed and updated periodically to ensure its credibility.
- Financial aid staff members conduct informational sessions with all OST 133 and COL 103 classes. These sessions include information on eligibility, renewal procedures, satisfactory academic progress and additional resources available to students.
- The Financial Aid Office has also implemented a "call campaign" that targets students whose awarding process has been stalled for lack of information or documentation. These calls are made to remind the students that their files are incomplete, to offer assistance with the application process and to ensure the timely completion of the award process to better facilitate the student's enrollment.
- The Federal College Work Study Program Coordinator is currently automating the system so that all processes will be available online, including student applications and job postings.

### **Financial Aid Office Use of Results**

As a result of the review of findings, the Financial Aid Office will implement the following:

- Continue to provide cross training.
- Continue to automate system to make all services available online.
- Continue to improve “call campaign” process.

## **Statement Concerning Amended SC 59-101**

### **Providing a “technologically skilled workforce”**

*“In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report: “Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.”*

Central Carolina Technical College’s role in providing the region with a technologically skilled workforce is reflected in its policies, programs, and practices. At the core of its mission statement, Central Carolina communicates its obligation to support the economic growth of the community by providing specialized training opportunities specifically designed for personal growth, economic development and an improved quality of life.

As evidenced in its mission statement and in Strategic Direction #'s 5, 6 and 7 of its five-year strategic plan, the College is committed to evaluating and revising its curricula to meet the needs of the workplace in collaboration with business, industry and other educational institutions. The commitment to workforce development is rooted in the College’s practices as well as its policies and procedures.

The College has adopted a comprehensive Quality Enhancement Plan with objectives that specifically relate to bridging the “digital divide” by identifying program technology competencies for students and instructors. Clearly outlined benchmarks and measurements are used to ensure graduates possess the technology skills they need to meet the needs of business and industry.

Each academic program engages the work of its own program advisory committee, comprised of service area employers who review the program’s current technology, curriculum content, and, as necessary, make recommendations for improvements. The direct input from these committees together with input gleaned from Central Carolina’s Continuing Education division’s partnerships assist the College in assuring that its programs are current and consistently adjusted to meet future economic development trends.

Through its various policies, procedures and practices, Central Carolina demonstrates its continuing commitment to academic programs that support the economic development needs of the State and supplies area employers with a technologically skilled workforce.

**The following information is due August 1, 2007**

## INSTITUTIONAL ALUMNI SURVEYS - Summary

**Name of Institution:** Central Carolina Technical College

**Academic Year for Graduating Students:** 2003-2004

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column.  
(Individual percentages will be calculated automatically.)

**The hyperlink for this report is:** <http://www.cctech.edu/about/evaluation/eval.asp>

How many students were surveyed? 470

How many students responded? 89 Response Rate: 18.9%

Was this population a **sample** or the **total group**? Total

### 1. Students' level of satisfaction with:

	<i>Responses to Question</i> # % of Total Responses		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	<u>88</u>	98.9%	<u>53</u>	60.2%	<u>31</u>	35.2%	<u>4</u>	4.5%	<u>0</u>	0.0%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.2 INSTRUCTION in the major	<u>86</u>	96.6%	<u>45</u>	52.3%	<u>31</u>	36.0%	<u>10</u>	11.6%	<u>0</u>	0.0%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	<u>87</u>	97.8%	<u>34</u>	39.1%	<u>39</u>	44.8%	<u>12</u>	13.8%	<u>2</u>	2.3%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.4 INSTRUCTION in general education	<u>88</u>	98.9%	<u>39</u>	44.3%	<u>38</u>	43.2%	<u>11</u>	12.5%	<u>0</u>	0.0%	<u>0</u>	0.0%	<u>0</u>	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	<u>89</u>	100.0%	<u>49</u>	55.1%	<u>34</u>	38.2%	<u>5</u>	5.6%	<u>1</u>	1.1%	<u>0</u>	0.0%	<u>0</u>	0.0%

### 2. How frequently involved in each of the following activities (on or off the job):

	<i>Responses to Question</i> # % of Total Responses		Weekly		Monthly		Annually		Less Often		Never	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	<u>88</u>	98.9%	<u>27</u>	30.7%	<u>19</u>	21.6%	<u>14</u>	15.9%	<u>15</u>	17.0%	<u>13</u>	14.8%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>88</u>	98.9%	<u>15</u>	17.0%	<u>21</u>	23.9%	<u>13</u>	14.8%	<u>29</u>	33.0%	<u>10</u>	11.4%
2.3 Professional or service organizations	<u>86</u>	96.6%	<u>18</u>	20.9%	<u>17</u>	19.8%	<u>15</u>	17.4%	<u>17</u>	19.8%	<u>19</u>	22.1%
2.4 Volunteer, public or community service	<u>89</u>	100.0%	<u>13</u>	14.6%	<u>13</u>	14.6%	<u>20</u>	22.5%	<u>21</u>	23.6%	<u>22</u>	24.7%
2.5 Social/recreational organization	<u>89</u>	100.0%	<u>13</u>	14.6%	<u>19</u>	21.3%	<u>18</u>	20.2%	<u>24</u>	27.0%	<u>15</u>	16.9%
2.6 Support or participation in the arts	<u>87</u>	97.8%	<u>6</u>	6.9%	<u>7</u>	8.0%	<u>13</u>	14.9%	<u>33</u>	37.9%	<u>28</u>	32.2%

### 3. The college experience influenced my participation in the above activities:

	<i>Responses to Question</i> # % of Total Responses		Strongly		Moderately		Somewhat		None at all	
	#	%	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	<u>88</u>	98.9%	<u>45</u>	51.1%	<u>16</u>	18.2%	<u>16</u>	18.2%	<u>11</u>	12.5%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>88</u>	98.9%	<u>24</u>	27.3%	<u>25</u>	28.4%	<u>27</u>	30.7%	<u>12</u>	13.6%
3.3 Professional or service organizations	<u>87</u>	97.8%	<u>19</u>	21.8%	<u>25</u>	28.7%	<u>23</u>	26.4%	<u>20</u>	23.0%
3.4 Volunteer, public or community service	<u>88</u>	98.9%	<u>20</u>	22.7%	<u>14</u>	15.9%	<u>31</u>	35.2%	<u>23</u>	26.1%
3.5 Social/recreational organization	<u>88</u>	98.9%	<u>16</u>	18.2%	<u>19</u>	21.6%	<u>27</u>	30.7%	<u>26</u>	29.5%
3.6 Support or participation in the arts	<u>86</u>	96.6%	<u>14</u>	16.3%	<u>11</u>	12.8%	<u>24</u>	27.9%	<u>37</u>	43.0%
3A Aggregate	<u>525</u>		<u>138</u>	26.3%	<u>110</u>	21.0%	<u>148</u>	28.2%	<u>129</u>	24.6%

### 4. I have voted in \_\_\_\_ of the elections since leaving college.

	<i>Responses to Question</i> # % of Total Responses		All		Most		Some		Few		None	
	#	%	#	%	#	%	#	%	#	%	#	%
	<u>87</u>	97.8%	<u>38</u>	43.7%	<u>27</u>	31.0%	<u>8</u>	9.2%	<u>3</u>	3.4%	<u>11</u>	12.6%